

CHILD-WELFARE MAGAZINE

EDITORIAL BOARD

MRS. FREDERIC SCHOFF

MRS. JOSEPH P. MUMFORD

MRS. HOWARD W. LIPPINCOTT

MRS. MARY C. C. BRADFORD

MISS ELIZABETH HARRISON

DR. MAX P. E. GROSZMANN

Vol. XI.

FEBRUARY, 1917

No. 6

The President's Desk

This is the birthday of the organization of the Motherhood of America to study every phase of childhood's needs.

Child-Welfare
Day, February
17, 1917

From the mother's point of view much that was detrimental to child welfare was discovered and much has been accomplished to give better insight into child nature, and to provide better care for all.

The work has been a labor of love. No endowment, no paid officers, yet thousands of mothers, fathers, teachers, statesmen, clergymen and lovers of children have enlisted under the banner of the National Congress of Mothers and Parent-Teacher Associations. To give service has been the animating spirit of this organization. Not "What can I get out of it?" but "What can I do to promote the great objects?" has been the motive power which has aroused a sleeping world to the possibilities of all children and to the injustices committed through failure to understand and provide for them properly in home, church, school and state.

The birthday of the National Congress of Mothers and Parent-Teacher Associations is the one day in the year when every circle or individual in membership, or believing in the work, is given the opportunity to make a gift to the National Treasurer, Mrs. W. F. Thacher, 910 Loan & Trust Building, for the uses of the child-welfare work, and to devote one meeting to the history of the Congress to its different branches of work for child welfare, to the fuller support of the parent body which has organized and united over 100,000 members in the twenty years since it met first in Washington, D. C.

To Mrs. Theodore W. Birney (the mother with the vision of what mothers needed to be the best kind of mothers, of what infinite possibilities are enfolded in the mind and heart of a little child) every circle should pay loving tribute. To Mrs. Phoebe A. Hearst, who with Mrs. Birney brought into existence The National Congress of Mothers and Parent-Teacher Associations, every circle should give honor. Money is needed to provide for the great work the Congress has in hand, with its extension work, its provision of pamphlets and leaflets of direction, its coöperative work with the Bureau of Education, its constant unremitting effort to save the babies, and to help mothers and fathers.

Every church has to be supported. Every school requires funds. No good work can be done without expense.

To equip this great organization to reach every home, to make life better for all the children is your privilege on February 17. "The love of childhood is the common tie which unites us in holiest purpose" was the word of Mrs. Theo. W. Birney at the first Congress. It is the bond which holds us together. It is the National Congress, incorporated in perpetuity, which watches over

each state as a mother watches her children—letting them alone when they are strong, helping when they are weak—holding them to a common purpose and united effort. Mrs. David O. Mears in memory of a dearly loved daughter has prepared a pamphlet for use of those who would celebrate Child-Welfare Day. In it suggestions will be found. In addition a Brief History of the National Congress of Mothers and Parent-Teacher Associations may be procured and should be read as part of the program on Child-Welfare Day. The donations on that day should be given to the National, but may first be sent to the State Treasurer that each state may have full credit for the gifts. Which will be the banner state this year?

The Annual Joint Conference of the National Congress of Mothers and Parent-Teacher Associations and Home Education Division of the Bureau of Education will be held in association with the Department of Superintendence N. E. A. at Kansas City, Mo., Wednesday, February 28, and Thursday, March 1. Commissioner Claxton and other noted educators are on the program.

**Conference of
National Congress
of Mothers in
Kansas City, Mo.**

At this conference the superintendents of schools from every part of the country meet to discuss how to do more efficient work in schools. In the coöperative work of the Parent-Teacher Associations these annual conferences with the leaders in education are of mutual benefit.

The Kansas City Council of Parent-Teacher Associations is planning to welcome members of the Congress who can attend and will hold a Rally to celebrate Child-Welfare Day on Tuesday, February 27. All members of the Congress will be welcome at the Conference.

"Oregon has completed its first year without saloons. Petty crime has decreased more than 50 per cent. Public drunkenness has almost disappeared. Automobile accidents have decreased 50 per cent. Vagrancy is far lower than ever before. Non-support cases have lowered by 50 per cent. Commitments to penitentiaries have gone down 30 per cent. and to insane asylums 25 per cent. These figures are from the police and court records."

**Crime in Oregon
Cut in Half in One
Year without
Saloons**

The above facts should receive thoughtful attention by all interested in child welfare. The test of one year in one state shows such marvellous benefit that the Congress of Mothers will doubtless lend its coöperation to those in other states who are earnestly working to abolish saloons.

"Lead us not into temptation" is in the prayer. The saloon is everywhere a temptation to the weak. It is the duty of all who have the welfare of their fellows at heart to remove what has proved to be the cause of half the misery of society.

"Fully three fourths of the delinquencies among children are traceable directly to the lack of proper supervision, environment and companionship in the home," says Judge Cleeton, of the Juvenile Court of Portland, Oregon, in his report after two years experience.

**The Failure of the
Home Responsible
for Juvenile
Delinquency**

He further says: "My experience in this work leads me to the opinion that the great need of the present generation, both in juvenile and adult, is the development of a moral conscience. Fully 90 per cent. of the habitually delinquent children who come before the court do not appreciate or seem to understand the relationship of their rights to the rights of others. They have no high ideals, no inspiring purposes, no elevating thought. They cannot be appealed to along the lines of right and wrong.

"The lack of home influence, the failure of the parents to provide whole-

some amusement for their children within the home is very detrimental to the lives of many children and the cause of much delinquency. The home gatherings and amusements should be encouraged and the home should be made more attractive."

"The force of example is wonderfully strong and one of the main incentives for children to do wrong is because they see their elders doing the things they are forbidden to do. The moral atmosphere of every community is a part of the character of every boy and girl reared in that community."

"The true ideas of right and wrong and the development of the moral conscience must be, in the ultimate analysis of life, the determining factor in the welfare of every human being."

"Every boy and girl should be taught helpful service and should be qualified to earn their livelihood at some honest occupation."

"The greatest need of the delinquent child at the present time is the development of the moral conscience. This should be done in the home, in the church, in the school, by religious training and otherwise, but it should be done and must be done before society has reached that level which it is possible for it to attain."

Could stronger testimony be given than this of the crying need for education of parents in the art of bringing up children? Could stronger testimony be required to stimulate the Congress of Mothers to greater activity than ever in organizing parents and showing them the way to develop the good that is in every child?

The Home Education Division of the Bureau of Education with the Congress of Mothers and every educational institution should combine to stimulate and educate the home to guard and guide aright the children of today—to teach them what is right, to inspire them with God-given ideals of life and with the desire to live up to those ideals. Only too true is it that the children who come into juvenile courts have never been given the ideal—have rarely by precept or example had the benefit of constructive sympathetic development of the spirit which is the driving force of every life—Shall it be for good or ill?

It is for us, the grown-ups, to realize that juvenile crime is OUR crime, that it is due to our neglect, our failure to understand that there are no criminal children, and there would be few criminal adults if every child had the right teaching in the home.

The recognition that the offenses of children require different treatment from adults resulted in the separation of children's cases in courts from those of adults.

**No Combination
of the Juvenile
Court and
Probation System
with Other Courts**

Probation which in reality means character building is a very different matter with children than with adults.

It is but eighteen years since the first juvenile court was established in Chicago, and the idea promulgated that children should be separated from the courts of adults.

An unfortunate backward move is being promoted throughout the country in the combination of so-called Domestic Relations Courts with the Children Court, and the combination of Adult and Juvenile probation.

To those who have had longest experience in children's court work this combination is regarded as a return to the old method of mixing the children's work with adult misdemeanants.

Judge Lindsey says in regard to this attempt: "I am for the separated Juvenile Court. I do not believe that any large city can successfully cope with the juvenile problem unless it maintains a court for children and the offenders against children, separate and distinct in work and relation from all the other courts of the city. There must be no joint combination of the Domestic

Relations, misdemeanor branches, etc. There must be no general probation officer. The salvation of the juvenile offender, big or little, depends on a specialized administration of justice."

"Seventeen years ago I was presiding over four courts that tried everything from divorce cases to breaking windows. I endured seven years of this inadequate system. At the end of this time, developments, observation and experience brought the situation to this crisis: I would either resign or be assigned to a special court for juveniles and those who offended against juveniles. The present system which provides just what was then stipulated is the result of that emphatic stand."

"I wish it were not named a court," he exclaimed.

Judge Lindsey says: "The Mother's Congress has been one of the greatest factors in the extension of juvenile courts and probation." It must continue to be an intelligent factor in resisting the plan to combine adult and juvenile probation work—and adult and juvenile courts.

It must continue to exercise watchful care over the quality of probation, care given to children, judging it by the number of children adjusted to live in their own homes and do well. It must continue to do the preventive work which can be done through every parent-teacher association.

Every juvenile court child is a school child. Home and school are the normal caretakers of children. They should coördinate and organize their work for erring children so as to reduce the numbers who are brought into court.

There will still be a large and legitimate work for the juvenile court. In addition to the delinquents the care of dependent children, home-finding, child placing should all be under the supervision of the court, which is in fact the legal guardian of every child whose home has failed or who has no home. Truants are taking steps that usually lead them to courts. A committee of tactful women coöperating with the school principal ready to give first help to the child in need can give service of inestimable value. Teachers know only too well the children who have not learned to be honest. They are often too busy to give the patient guidance that may be needed, but which they would gladly offer to the child through a committee that might be ready to befriend the child.

Each child that comes into a court is a reflection on home and school.

Stuck

I'm up against it day by day,
My ignorance is distressing;
The things I don't know on the way
I'm busily confessing.
Time was I used to think I knew
Some useful bits of knowledge
And could be sure of one or two
Real facts I'd gleaned in college.
But I'm unfitted for the task
Of answering things my boy can ask.

Now, who can answer queries queer
That four-year-olds can think up?
And tell in simple phrase and clear
Why fishes do not drink up
The water in the streams and lakes,
Of where the wind is going,

And tell exactly how God makes
The roses that are growing?
I'm sure I cannot satisfy
Each little when, and how and why.

Had I the wisdom of a sage
Possessed of all the lore
That can be found on printed page
And still a few facts more
That eager knowledge seeking lad
That questions me so gayly
Could still go round and boast he had
With queries floored me daily.
He'll stick, I'll bet, in less than five
Brief minutes any man alive.

—*Detroit Free Press.*

Duty of the State to the Crippled Child

By LENORE PERKY WEBSTER, M.D.

Knowing your interest in children and that your activities are given to the betterment of conditions surrounding child life, and having observed your propaganda work and the success you have attained in your work for mother's pensions, care of the feeble-minded, child labor, etc., I appeal to you now to take up work in behalf of that pitifully afflicted and generally neglected class, the crippled and deformed.

For twelve years I have been devoting my labors and energies to directing attention to the large number of crippled children in our population, the suffering both physical and mental which they endure, their dependent and helpless condition, and their general neglect by church and state.

Unaided the vast majority grow up to be dependents on their friends who are effective citizens, or upon the community, and society, which should have given them hospital care and education at a time when they could have profited thereby, is justly compelled to contribute to their support through life, making the economic burden much greater than it would have been to have provided the proper treatment, educational and manual training for them in early life when their frames were plastic and might have been corrected.

Many grow up unable to earn a living and driven by their necessities largely swell the ranks of petty criminals.

In such cases, where does the great-

est criminality lie, on the unfortunate cripple, or on society that has so criminally neglected him.

In my practice as physician, and especially in my work as physician to the Nebraska State Home for the Friendless, I became aware of, and aroused to the needs of the cripples and the neglect to which they were subject. At that time there was no place in the state for dependent cripples except the county almshouses, in some of which they were cruelly neglected.

I led the fight in that state, for the establishment of a hospital school, and the legislature passed a bill, and an institution accommodating twenty-five was opened October 1, 1905, on two floors of a building belonging to the Home for the Friendless.

The success of this institution has been so marked that it now, with an enlarged plant, accommodates 125 patients, employs four teachers, and has a thoroughly up to date equipment.

It has record of *cures* of between 40 and 50 per cent. of patients treated, besides having benefited another 25 per cent. to the extent of enabling them to become self-supporting citizens, instead of dependents, a burden on the effective citizens. Institutions of like character in other states either supported by the states or private charity, having the proper equipment, are showing equally good results, provided they can keep the patients long enough to get the maximum results of benefit.

If you are a mother, teach your children to look for some good thing in every one they meet, and for some happy event in every day, and to speak of these things before they sleep.

There is no greater kindness you can show your offspring than to train them in this mental habit.

It is a wonderful thought, this might influence of a mother.

The persistent belief of a mother in the ability of her child to accomplish great things has helped many a poor man and woman to overcome the worst possible surroundings and to rise above seemingly insurmountable obstacles.

God, the Great Designer, leaves His work on humanity for mothers to finish. Just in the degree that mothers improve in their skill will the race improve.

—Ella Wheeler Wilcox.

Cultivating Social Graces in Children

By ANNE GUILBERT MAHON

"We are to have one of our weekly entertainments this evening," said my hostess as she ushered me into the guest room. "I thought you might like to attend one."

I assured her that I would.

"We assemble in the living room at half after seven," she informed me, "so that the children can take part and be in bed at eight-thirty. Eight o'clock is their usual time for retiring, but as this is Friday and there is no school tomorrow I allow them to sit up a half hour later."

The children came in just then from school. Healthy, happy, active youngsters they were, but I could not help noticing their peculiar courtesy as they came forward, naturally and easily, without a trace of shyness or awkwardness, to shake hands with me. For a moment they lingered, politely, then went out to their play and I did not see them again until supertime.

Again I noticed admiringly how natural they were and yet what easy, gracious manners they had at the table, how they listened quietly to their elders' conversation, what perfect table manners they had. I noticed, too, that each one was specially dressed as for a festive occasion and that all were alive with expectancy.

Supper over we assembled in the cosy living room where stood the piano, the table laden with attractive books and current magazines—a room expressive of comfort and ease.

Leon, the eldest boy, was busy arranging the chairs in a semicircle when we entered the room. He ushered us to seats with boyish chivalry. The other children entered and took their places, eager expectancy on every face.

"I haven't an idea what the program is to be," whispered their mother. "The children arrange that among themselves. It is different every time."

When all were assembled, Leon, acting as master of ceremonies, an-

nounced that the entertainment would be opened by Lois, the second daughter, playing a selection on the piano. Quietly and with an ease of manner that impressed me, Lois—a girl of nine years—went up to the piano and played an attractive little piece easily, correctly and very acceptably.

"The next number on the program," announced Leon, "will be a recitation by Daisy."

The chubby little three-year-old next arose and lisped a cunning little four-line poem, blushing and smiling at the applause which it elicited.

"A violin solo by Donald," was the next announcement.

Donald, the sturdy boy of eleven, walked up to the piano. Lois played his accompaniment and they played the simple but effective little solo correctly and pleasantly.

Muriel, the thirteen-year-old daughter, was the next on the program. Her contribution to the entertainment was a humorous story, short and exceedingly clever, which she read with expression and ease, as well as any older reader could have given it.

Leon then announced that his part of the entertainment would be an exhibition of some new views in his postcard lantern. The room was darkened. The pictures were thrown on the sheet, with a few informal explanations by Leon.

The lights were then turned on. The two elder girls left the room mysteriously, while Doris, the seven-year-old daughter, played her newest piece on the piano.

By the time it was finished, the two girls returned, bearing a tray on which were tea plates and napkins, glasses of grape juice and a dish of wafers. These were passed around with as charming a grace as any sophisticated society maidens could have served refreshments at a tea.

The beauty of it all was that it was all so naturally done. There was no

attempt at "showing off," but each did his or her part as well as he or she could.

After the refreshments had disappeared and the dishes were removed by the little girls, the children, one and all, said goodnight and went happily up to bed. Their mother accompanied them but soon returned to the living room.

I was enthusiastic in my praise of the evening's performance.

"I'm glad you liked it," responded the mother. "As I said, the children get up the entertainments all themselves. Sometimes I allow them to have some of their friends in and then get up tableaux or charades or a little sketch. The entertainment itself is a minor feature, although they always try to have it as good as possible. My principal object in having them is to fit the children to take part in social life when they grow older, to cultivate their various talents which will tend to entertain or serve their fellow men, and to take their part easily and naturally in social life."

"When I was a child," she continued, "it was a perfect bugbear to me to meet people socially. I was shy, awkward, easily embarrassed. I never knew what to do or say. I suffered tortures at social affairs even

after I grew to be a big girl. My father had given me many advantages. I was a fair musician, a fair reader. I could do well if alone or in the class, but I simply could not perform before people. It has been only by hard work and dogged determination that I have overcome my reticence and awkwardness. When my children were little I did so dread their being like me, so I started when they were mere babies, as soon as they began to recite or sing or do anything, to make a practice of doing it before each other and before outsiders. We have had these little entertainments every Friday evening for years. The children have grown so accustomed to them and enjoy them so much that, as you see, they have not a vestige of self-consciousness or awkwardness. I hope when the time comes that they shall enter society they will be able to conduct themselves with the ease and naturalness which I lacked and for which I so longed."

"They surely will," I answered. "I see now why they are such perfect little ladies and gentlemen, why it comes so natural to them to say and do the right thing so easily and naturally. I am going to pass along your plan to other mothers."

And so I do.

Maternity

By MRS. ELIZABETH R. CODDINGTON

My baby slept, I stooped within the aureole
And kissed the wonder Love had wrought for
me,
A moonbeam at the casement whispered:
"Come,
This night God keeps a tryst with thee."
I passed in silence where the honeysuckle
swung
Its bells of fragrance in the garden aisle,
And in a moonlit crypt, gray nuns, the Iris,

In adoration bent their heads the while.
Love slumbered in the roses, and the pansies
Dreamed smilingly upon the breast of night.
Far, far behind the moon, I saw God's altars,
Star tapers and a veil of misty light.
My baby slept. Madonna-wise and regal
The tall white lilies blessed me where I trod,
And in my garden with His peace about me,
I kept my moonlight tryst with God.

A Child's Day—A Child's Life

By MAX. P. E. GROSZMANN, Ph.D.

THE CHILD'S MORNING

The sweetness of the young child's morning sleep!

The sun steals softly over bed and pillow
And plays discreetly in his locks and dimples,
Deep'ning the rosy hue of Baby's cheeks
Which restful slumber had in crimson steeped.
A smile, unconscious, lightens up his features;
Still sleeping, does he dwell in childhood's dreams.

Then: what a revelation from his eyes,
Which slowly open, fresh and clear like dew,
And greet with merry laughter the new day!

As oft the sun, thru storm clouds suddenly breaking,
In wondrous glory fills man's heart with hope:
Thus speak to mother's heart the Baby's eyes
When after the long night their orbs beam forth.

The Baby's cooing, and his outstretched arms,
To mother's love speak like divine command:
She lifts him up, beginning the new day,
A station up the infant life's incline;
Ministering food and drink, like holy service:
From out of earthly stuff is wrought a *soul*.

HOW THE CHILD'S SENSES ARE AWAKENED

What a strange world the child is born into!
A world of lights and shades, a world of noises,
Bewildering in its divers forms and numbers.
Out of this chaos he must build his mind,
Must learn to hear and see, discriminate,
To notice form and color, tone and rhythm.
Impressions grow to thoughts, thoughts to ideas,
Ideas find expression in his acts.

His home is his first word—its furnishings
Serve as the first appeals to Baby's mind.
The pictures on the wall, the window flowers,
The ticking clock, th' old-fashioned music box,
The household pets; a thousand other things;
All these enrich the growing mental field
And cast his soul into its earliest mould.

THE CHILD'S FIRST TOUCH WITH NATURE AT HOME

The child is nearer Nature than is man.
To him the flowers speak with fairy tongues,
Enveloping his budding soul with rapture.
The life of dog and cat is intertwined
With his own life, as if he were their brother;
The barnyard fowl are cherished play-fellows,
And ev'ry creature, whether crawling, flying,
Or running, is with him in closer touch
Than maid or teacher, often even parent.

So watch him speak to them, and play with them,
And find him personating plants and flowers—
Himself only a bud on Mankind's tree,
Which Hope endows with promise to bear fruit.

THE CHILD'S GAMES

Don't chide the child when he is lost in play
And, playing, ever should forget the tasks
Which pedantry is setting him from books!
Play for the child is work, is earnest, real;
It means experience, and growth, and power.
He will endow the lifeless thing with life
And will commune with God more intimately
When playing with his horses, or doll, or cart,
Than sitting patiently at desk in school.
Condemn him not, then, when he is absorbed
In childhood's games—his innocent Paradise
Of symbols and of fabrics soon will vanish,
Too soon indeed, when his advancing years
Will claim his energies for real life.

THE CHILD IN THE STREET

The child longs for the open, and the street
Is his first touch with the great world outside:
The world away from home, where other beings,
First strange, will soon become familiar.
The sights and noises of the street, the traffic,
The rain and mud, the sun and dust; the work day
With all its grime and struggle; and the Sunday
With its great change from commonplace to festive;
The wind which hurls him on and blows his cap off;
The organ-grinder with his wife, and monkey,
The dancing children and the smiling mothers:
All help to build the image world within him.

THE CHILD IN WOODS AND FIELDS

But nowhere is the child so much at home
As in the fragrant meadows and the fields,
Where woodland voices speak to his own heart.
He drinks the sunshine with his longing eyes;
He loves to roll on mossy bed and turf,
The air about him full of life and buzzing:—
The insects in the grass, and overhead
The birds to him a-singing their best carols;
The rabbit eyes him trusting for a minute,
Then hops away, inviting him to frolics.
The breezes mild, the rustling in the trees,
The distant sounds are Nature's lullaby,
And soothingly they close his drowsy eyes—
Until from far away the bugle's sound

Will wake him, and the horses' tramp, the shouting,
The rush and bustle of the hunters' party,
Stirring his heart with th' excitement of the chase.

DREAMS OF THE FUTURE

How he did wish he were a hunter, too,
Racing his steed and shooting off his gun!
Or a brave soldier, decked out gay and striking,

To fight with banners waving, trumpets sounding,

A gen'ral, leading armies 'gainst the foe!

The child is always dreaming of great deeds
He will some time be doing, when a man.

And tho the pictures of his future deeds,
Contracted thru the child's imperfect vision,
Are strangely disproportioned and unreal,
They prove the vigor of the budding Self
Which is to merge in Mankind's youthful host,

The coming generation's fresh attempt
To raise to loftier heights man's work and fate.

THE WEARY EYES GO TO SLEEP

And now his day is done: the divers sketches
Which it has graven on his mind and heart
Grow dim in weary Baby's consciousness,
And with the glory of the waning sun
His soul is sinking into sweet oblivion
Of all around him. Darkness spreads with-

out,
And slumber claims the tired, willing child,
Who drops his toys, forgets his dreams in sleep:

The dreamless sleep of childhood when but softly

Dream fairies fan the heated brow and fancy,
So that his mind and body have full rest
To wake refreshed, greeting the morn with smiles.

Are You Interested in School Hygiene and Health Instruction?

By WILLIAM B. ASPINWALL,

Principal, State Normal School, Worcester, Massachusetts

I am convinced that health instruction deserves a more prominent place in the elementary school course than it now enjoys, for it deals with fundamental principles and practices which are so vital that without an appreciation of their importance all other forms of education are in some measure restricted. In addition to giving regular instruction in the class-room several teachers besides myself at the Normal School have expressed their belief in school health work through lectures and published articles, and in 1914 we devoted the entire program of our annual conference on rural education to the theme of school hygiene.

While in the midst of giving serious thought to the matter I have frequently put to myself such typical questions as these: What has education to do with sanitation and public health? What is the relation of good conduct to good health? How far does good sanitation go toward making the work of a school efficient? Who is responsible for the care of

children's health, the teacher or the parent? These have been interesting matters to consider and I have found them worthy of my best and most serious attention. As a conclusion of my reflections I am pretty well satisfied as to the answers that must be given to them and I am not very doubtful as to some of the most urgent things that ought to be done in order to accomplish the desired ends.

But I have wondered if other people in any number were as interested as I have been in this field of education and training and if especially the leaders in instruction and educational administration were thinking along these lines and working to bring to pass better sanitary conditions in the schools. I have sought opinions that have been expressed publicly as to the value and necessity of greater efficiency in health work and I have been immensely gratified to find so very great a unanimity of judgment on the subject and such substantial evidence of strong, straightforward, frank in-

fluences for better things. It is apparent that most powerful forces toward building up and spreading wide an enlightened and inspired public opinion in behalf of safeguarding the children's health are already at work and are fast impressing both teachers and parents with the vital importance of this phase of the child's education and training, both in the school and at home. So convincing have I found these various opinions, corroborating as they do my own strong belief in the work, that I have selected a limited number of them as given in the following quotations and I desire to present them in this form to all who are interested in this subject, in the belief that they may serve to inform some of the actual trend of present-day thinking, and to inspire many to promote the cause of health by their direct instruction and training in the class-room.

1. "If the state has a right to demand mental fitness, it has an equal right to demand physical fitness. If it has the right to prevent the contagion of ignorance, it has an equal right to prevent the contagion of disease and bodily neglect." Fletcher B. Dresslar, formerly specialist in school hygiene, Bureau of Education, Washington, D. C., now professor of hygiene, Peabody College for Teachers, Nashville, Tenn.

2. "The school's responsibility for providing for the health of the school-youth is of paramount importance, both to the child and to the public." R. W. Corwin, M.D., chairman of committee of American Medical Association on Health and Instruction, Pueblo, Colo.

3. "Compulsory education has been achieved only by the passage and enforcement of laws having that object and effect. Compulsory school health will be achieved only by the passage and enforcement of laws having that object and effect." From leaflet issued by school health committee of the Department of School Patrons of the National Education Association.

4. "If the coming generation is to be instructed along these lines of

sanitation and hygiene, and is to be aroused to effective action, it must be accomplished very largely by the teachers in our schools." John M. Dodson, University of Chicago, Ill.

5. "Along with the problem of adequate vocational education and guidance for our 'nation of sixth-graders,' the health problem stands out as one of the great and pressing problems of life and the public schools." Louis A. Rapeer, Department of Psychology and Education, New York Training School for Teachers, New York City.

6. "When we consider how little has been done to improve the sanitation and health conditions of the rural school during the last quarter of a century, and when we take into account how greatly dependent upon these conditions is the physical, mental and moral welfare of the child, the subject at once appeals to us as one that has a legitimate right to engage our most serious thought and attention." W. A. Brandenburg, superintendent of city schools, Oklahoma City, Oklahoma.

7. "Surely, the much-vaunted 'training of the hand' should include training of the hand to keep itself clean." Caroline Bartlett Crane, social and sanitary expert and investigator of municipalities, Kalamazoo, Michigan.

8. "In public health work training rather than instruction should be the chief end in view." J. A. Shawan, superintendent of city schools, Columbus, Ohio.

9. "The first function of the physical training department of the public schools is to maintain the health of all school children during school age." Charlotte Stewart, director of physical education, high schools, Salt Lake City, Utah.

10. "Not only has the school become the civic and social center, but the school building has become the sanitary leader and guide of the community. Wherever a modern, sanitary school building has been erected, it has been followed by better roads, better home conditions and an awak-

ened sanitary conscience." W. F. King, M.D., assistant secretary, Indiana State Board of Health, Indianapolis, Ind.

11. "What we need in hygiene, as, in fact, in education generally, is not so much instruction, but actual training, not talk about hygiene and the like, but actual practice of hygiene and actual warfare against the causes of disease." William H. Burnham, professor of hygiene, Clark University, Worcester, Mass.

12. "Be its cost large or small, professional health supervision of schools is essential to public welfare and it is the imperative duty of all school executives to advocate its introduction and of boards of education to establish it." Peter Olesen, superintendent of schools, Cloquet, Minn.

13. "If we are to hope for large returns in the way of practical benefits from these recent advances (in preventive medicine), it must be through a universally enlightened public, and, this education of the public must come for the most part through the public schools." John M. Dodson, M.D., University of Chicago, Ill.

14. "The right of society to health is one of the latest rights to be recognized and the obligation to secure and protect health is more and more evident." Elizabeth Wilson Allison, M.D., medical director, State Normal Schools of Wisconsin.

15. "If the rural school is to be considered fundamentally and passably efficient it must be sanitary enough to conserve all health values." Thomas D. Wood, M.D., Columbia University, New York, N. Y., Chairman of the Committee on Health Problems in Education of the National Council of Education.

16. "The people through their government spend more on the health of live stock than they do on live people, but there is nothing to do but go ahead as best we may, pioneers though we may be, and dream and work toward that better day when children in our schools and in our homes will receive their just dues and will be

neither neglected nor forgotten." Linneus Neal Hines, superintendent of schools, Crawfordsville, Indiana.

17. "More attention should be given in normal schools, colleges, and universities to the preparation of teachers for their responsibilities in caring for the health of school children and the teaching in the public schools of subjects dealing with health should be made interesting and practical." H. M. Bracken, M.D., secretary, Minnesota state board of health, St. Paul, Minn.

18. "Attitudes that benefit behavior may be considered as essentially healthful; those that injure behavior, that make it uncertain, irregular and without clear purpose, that lower its value, are as truly unhygienic as are those physical conditions which made the body less efficient." S. S. Colvin, Brown University, Providence, R. I.

19. "It has been demonstrated that disinfectants will not take the place of an intelligent practical system of continuous sanitary ventilation." James M. Ingold, secretary, board of education, Cedar Rapids, Iowa.

20. "One obstacle in the way of forming right habits of living is that parents too often take care of their children instead of teaching children to take care of themselves." Maggie W. Barry, head of department of English, North Texas College, Sherman, Texas.

21. "Everywhere it is becoming apparent that the permissive physical examination laws are mistakes. The law to be effective and not be a loss in time and money must be mandatory both for the examination and on the parents or the community for subsequent and prescribed care." Lucy E. Prichard, chairman Association of Collegiate Alumnae, Huntington, W. Va.

22. "The most infallible entering wedge for reform in child hygiene among the ignorant and the foreigners, is the firm belief, on their part, in the teacher's personal interest and sympathy." Anna Irene Jenkins, direc-

tor of Roosevelt Kindergarten, Pasadena, Calif.

23. "As a matter of fact, one of the most important uses of the health survey consists in the fact that it trains the teacher's powers of observation." Ernest B. Hoag, M.D., state medical inspector of schools, Minneapolis, Minn.

24. "Every man, woman and child in the United States should be taught the laws of health and the simple measures needed for protection. Not until our country becomes educated will control of disease become possible; for the solution of the problem lies in prevention, and prevention is education." R. W. Corwin, M.D., Pueblo, Colorado, professor of surgery, University of Colorado.

25. "By the Oregon plan (1912) every rural school in the more populous counties has a supervisor visit it at least every six weeks. This law has been in operation only one year but a great change has been noticed already. Sanitary conditions improved at once. Hundreds of wells were cleaned and properly curved. Faucets from small drinking tanks and individual cups replaced the old pail and common dipper. Walks and out-houses were improved; stoves were furnished with jackets and ventilating shafts; better lighting was found possible even in the old schoolhouses. The supervisor, visiting the people, often reinforced the teacher's requests and stimulated a greater interest in the school than the teacher alone could possibly awaken." L. R. Alderman, state superintendent of public instruction, Salem, Oregon.

26. "As long ago as 1910 the Legislature of North Carolina passed a law which enabled any county of the state to employ a superintendent of health to give his whole time to the health work of the county, provided

the board of county commissioners would appropriate a sufficient amount of money to enable the board of health to do this. In addition to the usual duties required of the county superintendent of health, he must deliver lectures in order to educate the people along the lines of sanitation and health, visit the schools while in session and suggest to parents the treatment that is necessary for the defective child to have, issue health bulletins and write newspaper articles to be circulated in the county." T. R. Foust, county superintendent, Greensboro, N. C.

27. "If we can save the children we need not have much fear of the men and women that come after. They will be strong, self-reliant and capable of taking care of themselves." Harvey W. Wiley, contributing editor, *Good Housekeeping*, Washington, D. C.

28. "If the country school teacher is to be armed with the knowledge of sanitary science, she must find this in the normal school and teacher's college." Charles E. North, M.D., New York, N. Y.

29. "All must agree with the thought that in this day, if a teacher is to serve her school in the best way she must have some training along the line of detection of physical ailments of her pupils." Linneus N. Hines, superintendent of schools, Crawfordsville, Ind.

30. "The first aim which should dominate every item, pedagogic method and matter, should be health—a momentous word that looms up beside holiness, to which it is etymologically akin. The new hygiene of the last few years should be supreme and make these academic areas sacred to the cult of the goddess Hygeia." G. Stanley Hall, professor of psychology and president of Clark University, Worcester, Mass.

Get the Inside Track

GIVE THE BOY OR GIRL A GOOD START

Have you ever been to a county or state fair? Why of course! Did you ever notice how anxious every driver is to get the inside of the track and a good start? Why of course you have, and you know as well as the drivers know a big chance of winning the money depends on the start and every driver should be keen to have his horse come ahead under the wire. Quite natural this, isn't it? Say, folks, why not apply this same spirit and logic to the race your boy or girl is to make in this life? You want your children to win, do you not? Sure. Then get them into the game ready for the competition.

Here are some figures, dollars of course, that tell you a mighty interesting story. Read it and think it over. Two large groups of boys were selected in a large city—say a hundred or a thousand in each group. One group left school at 14 years of age and the other group left at 18 years. They were all wage earners and the career of each group was followed up to 25 years. Note the difference in

results. Did four additional years in school pay?

LEFT SCHOOL AT 14 YEARS

Average earnings at

14.....	\$200
16.....	250
18.....	350
20.....	475
22.....	575
24.....	600
25.....	688

LEFT SCHOOL AT 18 YEARS

Average earnings per year at

14.....	0
16.....	0
18.....	\$ 500
20.....	750
22.....	1,000
24.....	1,150
25.....	1,550

Just figure out these results, think things over, determine what kind of a start you want your boys and girls to have. Get them into the game and see to it that this is for them a first year in every way. Be a booster for your school, your children and your teacher.—C. L. Harper, *Educational News Bulletin*.

Birth Registration—A Message to the Mothers' Congress

By JULIA C. LATHROP

The recent passage of the Federal Child Labor Law has given new emphasis to the question of complete birth registration. Those who have urged the passage of the law are now urging the necessity of uniform complete registration as the basis for its effective application.

Within the past few years, through efforts of government and state experts, public health authorities, women's organizations, and other agencies, a marked advance has been made in an understanding of the importance of the birth record, to the individual and to the community, in putting good registration laws on the statute books of many of the

states, and in creating sentiment which will be reflected in the efficient administration of these laws. It is felt that a steady insistence will serve to establish the registration of births as a National habit. At present only 10 states (the New England States, Maryland, New York, Pennsylvania, Michigan, and Minnesota) have developed the registration of births to the point of entitling the states to admission to the provisional birth registration area established by the U. S. Bureau of the Census.

Much has been done by women's organizations in promoting the movement for complete registration. An especially helpful phase has taken the

form of a test of the completeness of birth registration in many cities and towns. The results of the test are given in the accompanying statement. They point to the conclusion that even in some states in the provisional birth registration area complete registration has not been attained.

A test of one of the types referred to in the leaflet, in every city, town, and county in the United States, would be a timely aid in making the Federal Child Labor Law effective.

Such a test may be carried on as a valuable preliminary to the celebration of the proposed Baby Week next

spring. Every Baby-Week celebration should include some feature emphasizing the nature of birth registration and doubtless the committees making the test would be in a position to suggest some new and interesting expedients for 1917.

The test may be made by any group of individuals or by any organization.

The bureau is prepared to correspond with individual clubs or branches of associations.

If the bureau can be of service by writing to the State or other local branches, we shall be glad to cooperate in this way.

Winning the Boys and Girls

By LILY CLAYTON

I shall not attempt to speak on this subject from any except a teacher's viewpoint, and I only give my own personal convictions in suggesting a few characteristics that I think a teacher should possess in order to win the love and respect of the boys and girls, so that she may interest them in their studies and obtain the best results, both mentally and morally.

First, courtesy is a very potent factor in maintaining good order, establishing a kindly feeling and harmonious conditions under which to work.

While we have learned to control our feelings and to reason and to make excuses for the shortcomings of our acquaintances, still, the same emotions of resentment and opposition are aroused in us by the use of the imperative mode as are experienced by the children, so we have only to consult our own feelings to understand theirs.

If you tell a child in a dictatorial manner to do a thing he immediately feels "I don't have to" or "Let me see you make me"—and it requires an effort on his part to obey, and he will not do anything more than he is compelled and will dislike the subject taught as well as the teacher.

I had a young person of a great deal of sense and of fine character say to me, not long ago, that she saw no reason why a difference of age or position should make a difference in politeness. She said: "A person of sixty has no more right to speak insultingly to a person of sixteen than the other way around—if you wish to correct a person or command a person, you can do it in a polite manner." We cannot help smiling at this "insulting of sixteen" but if we wish to win a child, we certainly have to keep in mind that, in youth, personal dignity has to be considered, as at the high school age boys and girls feel very important and think their opinions are about as wise as needs be.

Of course, children like and respect many teachers who say in a quick and decisive way: "Erase the boards," "Close your books," etc., because they recognize the good qualities of the teacher and know that the commands are only mannerisms, but it would sound much nicer to say "Please erase," "Close your books, please," or when you call on a child to recite to say "You read next, Annie, please." It just makes a more refined and pleasant atmosphere and I believe children appreciate it.

I remember a teacher who was almost universally disliked by the pupils and one day I asked a child, "Why do all the children dislike her so?" and she answered: "Because she is so impolite; why she never speaks to you when she passes you in the hall."

This suggests that we should have a ready smile and a bright good morning for every boy and girl we meet, and even if some of them, the boys especially, stare at you as if they didn't know what you meant by speaking to them, it will have its effect even on that class, and it makes the majority feel your interest in them and so gives you an influence over them. It is the feeling of *friendship* that *wins* more than anything else.

To gain the respect of the children is absolutely necessary in order to win them, and the quality of justice in a teacher gains this more surely than any other quality. A teacher may be strict and even unsympathetic, but if the child feels that he is going to get his full due and that no other child will receive more than he deserves, he will have an admiration for that teacher and the teacher will have an influence for good.

Teachers are human and of necessity like some pupils more than others, but they should never show it or ever allow a special privilege to any pupil.

If a request is made, it should be considered what would be the effect if a number of similar requests followed and all were granted, and then this rule should govern: "If it would be bad for the whole school to do it, then this one person should not have the privilege," and I have never found a

child who did not agree with this rule when shown that a teacher must not be partial. You cannot *win* a child if he feels there are other children in your charge for whom you would do more than you would for him.

Sympathy, of course, is the most compelling force of all. To be able to put yourself in another person's place and to know how he feels under certain circumstances enables you to get right into his heart and to say the words that will influence him for good. There is nothing that gives us so much pleasure as to feel that some one is in complete sympathy with us. When we are poor little 2A Latins for instance (and I know of nothing more benighted) and have toiled an hour or more—to come to class and find that what we have done is a perfect muddle—it certainly soothes our feelings and gives us courage to make another effort if we find the teacher understands the difficulties and believes we have tried.

Of course sympathy can be carried too far, as we all know there is a point where patience ceases to be a virtue, but the knowledge that the teacher understands and has a sympathetic feeling gives a comradeship that causes the child to be willing to lay his heart bare, to confess his sins, to tell his troubles, and to be influenced by his teacher.

Of course it goes without saying that a teacher should be truthful, honest, neat, self-controlled, and, in fact, possess all the virtues, but when *winning* the boys and girls is the question, I believe the three characteristics I have dwelt on are the essential ones—courtesy, impartiality, sympathy.

Message from Mrs. Howard W. Lippincott, National Chairman Child-Welfare Magazine.

Which state will be the banner state in subscriptions to CHILD-WELFARE MAGAZINE at the Twenty-first Child-Welfare Conference National Congress of Mothers and Parent-Teacher Associations in April? A chart will exhibit the standing of each state.

Program for Parent-Teacher Associations for February

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—CHILD-WELFARE DAY—PRESIDENT'S DESK.

TWENTY YEARS WORK FOR CHILD-WELFARE.

CONFERENCE AND DISCUSSION.

SECOND TOPIC (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. See STATE NEWS.

THIRD TOPIC (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

LOAN PAPERS ON CHILD-NURTURE

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

Every Parent-Teacher Association needs the 1917 Year Book National Congress of Mothers and Parent-Teacher Associations. Free to Presidents of Parent-Teacher Associations in membership in the Congress. To others, Price 10 cents. National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D. C.

READING COURSE FOR PARENTS

Sent free on application to Department of Interior Home, Education Division, Bureau of Education, Washington, D. C.

Child-Welfare Day Department

Message from MRS. DAVID O. MEARS, Chairman

Child-Welfare Day (Founders Day)

Twentieth Birthday Anniversary, February 17, 1917

Program

(Selections from following topics)

Opening Address, Child-Welfare Day, Its Meaning.
"Twenty Years of Work for Child Welfare," by Mrs. Schoff.
"A Name and Its Significance," Illustrated, Program Plans.
Quotations and Questions, National Congress Literature.
The "S." Star, What Child Welfare Does, Star Booklet.
The "P. Star," Child-Welfare Coöperation, Star Booklet.
Music, "My Tribute," Program Plans.
Two Alphabets, The National Congress of Mothers and Parent-Teacher Associations: (1) The General Work; (2) The Coöperative Work of Home and School, Star Booklet.
Tableau, A Star in the World's Progress, Program Plans.
Recitation, More Help, Star Booklet.
The Child-Welfare Clock, Illustrated Exercise, Star Booklet.
The National Departments of the National Congress of Mothers and Parent-Teacher Associations, Star Booklet.
Four Corner Stones, Home, Church, School, State, Transparency, Star Booklet.
Tableau, Mother Love, Program Plans.
Music, The Mothers' Hymn, Program Plans.
Step Forward, Acrostic, Star Booklet.
Tableau, In Other Lands, Program Plans.
The Lincoln Penny Plan, Program Plans.
Birthday Offering.
Social Hour.

Material for the suggested program may be found in the "Star Booklet" and "Program Plans." A copy of these pamphlets is presented by Mrs. Mears to each of the thousands of Mothers' Circles, Child-Welfare Circles and Parent-Teacher Associations in actual membership with The National Mothers' Congress and the State Branches. Packages have been sent to each state president, and the presidents have kindly coöperated in expressing a willingness to send these Book-

lets and Plans to their affiliated Circles and Associations.

LINCOLN PENNY PLAN

It is requested that pennies, bearing the image of Lincoln, lover of mother, home and children, whose birthday occurs in the same month as our Mothers' Congress, be saved during February and presented as a part of the Child-Welfare Day offering. Thousands of little coin cards with a picture of a log cabin and containing space for ten Lincoln pennies were prepared by Mrs. Higgins as a surprise to Mrs. Mears after the chairman had presented the subject of Child-Welfare Day and the Lincoln Penny Plan at a Massachusetts State Convention. The coin cards may be obtained from Mrs. David O. Mears, 9 Concord Ave., Cambridge, Mass.

MEMORIAL BIRTHDAY OFFERING

At the Twentieth Anniversary of the founding of this great organization, The National Congress of Mothers and Parent-Teacher Associations, while the heart is stirred with love and gratitude in the remembrance of the influence of mother and the home life, many might desire to make, for the advance of the National Mother work, a birthday offering "In appreciation of mother."

Local treasurers may send all gifts, plainly marked "Child-Welfare Day Offering," directly to the National treasurer, Mrs. W. F. Thatcher, 910 Loan and Trust Building, Washington, D. C. The treasurer's books close on April 14, ten days in advance of the Annual Convention in Washington, April 24-May 2. Please do not delay mailing the contributions, that the local association and the state may receive due credit this year on the national treasurer's books for the special offerings made.

The Chairman desires to express her personal thanks for the past coöperation of the Congress workers, and her fervent hope that Child-Welfare Day, 1917, may be an occasion of interest and helpfulness, with inspiration toward enthusiastic increased endeavor for the homes, parenthood and childhood of the world.

CHILD-WELFARE CONFERENCES

TWENTY-FIRST CHILD-WELFARE CONFERENCE OF NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS, WASHINGTON, D. C., HOTEL RALEIGH, APRIL 24 TO MAY 1

ANNUAL CHILD-WELFARE CONFERENCES, STATE BRANCHES

Indiana—Hotel Claypool, Indianapolis,
February 7 to 8.

Kansas—Wichita, March 5 to 7.
Tennessee—Winchester, March.

Work for Child Welfare by Parents and Teachers in National Congress of Mothers and Parent-Teacher Associations

STATE NEWS

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is **WORK DONE, OR NEW WORK PLANNED**. Communications must be written with ink or typewritten.

The **CHILD-WELFARE MAGAZINE** offers to every **NEW** circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to **CHILD-WELFARE MAGAZINE** should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

CALIFORNIA

A MESSAGE FROM THE STATE CHAIRMAN OF RECREATION

The idea of organized public recreation has been given an intensive cultivation in many sections of the United States for the last fifteen or twenty years. Interest in the subject is universal. California has made notable contributions in the public playgrounds of Los Angeles, Oakland, San Francisco, San Diego and Fresno, not to mention the achievements of smaller communities. The success of the work in these cities is due to the initiative and superior leadership of women. The Misses Shipp of La Jolla have built, equipped and turned over to the playground department of the city of San Diego a public recreation center that is unsurpassed anywhere for completeness and beauty. I suggest that the California Congress of Mothers hold a state convention on public recreation at the La Jolla playground in the near future, there to experience the thrill that will come from a personal inspection of the accomplishments of two women and to formulate some state-wide policies with respect to recreation.

Our work of propaganda has far outstripped our knowledge of how to apply in a comprehensive and practical manner the means desired to meet actual needs. At the present time, the most constructive work our recreation chairmen and committees can do is to make a thorough study of existing conditions in the field of public recreation. A study should be made of the strong and weak points of the present procedure in providing and maintaining public playgrounds under commissions, school boards and park boards. The work of evening recreation should be studied in like manner. We should try to find out whether there is overlapping, duplication and waste; what policies guide official bodies and whether the work is skillfully managed. Every public playground should have a definite plan of directed activities; otherwise, it is a mere negative enterprise. Evening recreation centers, in the main, should be coöperative undertakings between official bodies and the neighborhood folk involved.

The next step in public recreation is to standardize the expenditures, management and operation of various types of centers. To gain sufficient information to enable us to

propose that step is our present highest function as a guiding organization.

I suggest the following nomenclature as a means of dispelling current confusion concerning the names or terms applied to places of recreation:

Playground: A piece of ground devoted exclusively or primarily to the free, organized or directed play of children.

Play Center: A more inclusive term than playground. A place set aside for the free, organized or directed play of children. It may be the roof, basement, room of a building, or a playground itself.

Athletic Center: A place, usually outdoors, designed to give people opportunity for the practice of organized sports and games.

Recreation Center: A place designed to give people opportunity to gather for free, self-organized or directed recreation—active, passive or social in nature. The recreation center frequently includes the play center, athletic and games facilities, swimming pool, assembly hall, club room, reading room, etc.

Social Center: A place, usually in a building, designed to give people opportunity for free, self-organized or directed social intercourse. The social center represents, at the present time, the most inclusive expression of the public recreation movement. It usually includes all the facilities of a recreation center. In many instances, however, the activities in a social center lead from recreation expression to the most serious interest and endeavor in civic affairs.

East Whittier, California, Parent-Teacher Association is planning coöperation between home, school and church. The importance of games in the homes has been emphasized and parents encouraged to take a larger interest in the social and religious lives of the children.

COLORADO

The Pueblo district, Mrs. F. A. Wells, president, was very active in developing a splendid system of playgrounds. At the end of the season of 1916 a playground exhibit and children's festival was the crowning success of that wonderful summer of play and out-of-door activity. Mrs. H. C. Black, the chairman in charge of all the playground work, deserves great credit for the success of the whole movement. A splendid feature of the Pueblo Parent-Teacher work is the free clinic. Their hygiene physician is at the service of the children and does much along the line of baby-saving work. The Pueblo school children have savings accounts, and an aggregate of \$60,000 was banked in one year by the children. The Home Reading Circle is another of Pueblo's good ideas, and

their community meetings are being tried out in other places. Last Christmas the Pueblo Parent-Teacher Association contributed to Pueblo's first municipal Christmas tree. Another beautiful Christmas idea was the placing of candles in the windows from 10 o'clock till midnight on Christmas eve. Pueblo has, through its President, organized in many towns near by. As their contribution to welfare work, last Child-Welfare day, Pueblo sent a large sum of money to the National Treasurer. The work is now organized in sixteen schools.

Doubtless the greatest source of personal benefit to members is the uniform monthly study topics causing the entire town to be thinking and studying similar vital questions, invariably explained by professionals in each particular subject.

Several branches of the National Reading Circle have been formed in central parts of the city and the improvement from this earnest study is materially aiding mothers in solving their problems.

The community meetings (with seldom less than 400 average attendance) have proven the greatest factor in the social life of our city and exert a most powerful influence for the promotion of good fellowship and healthful coöperation in the community.

ILLINOIS

In Homewood Better Play Grounds and Better Films for the children are the present activities of this Association, which is raising money to purchase a moving-picture machine for the school.

Paxton Parent-Teacher Association sees growing coöperation between the association and the school.

Superintendent Bainum reported two hundred and eighteen children using the school banks, an average of 53 per cent., the sum total of savings for eight weeks being \$229.06.

The ministers of the city took charge of one program, the following subjects being discussed by them: The Church and School, Guarding the Health of the School Children, A Practical School Problem, Patriotism in the Public Schools. Superintendent Bainum said: "If all the supreme courts in all the states of the Union were to render adverse decisions against the use of the Bible in the public schools, it would be impossible to eliminate its teachings, which are not only incorporated in, but permeate all classic literature by its teachings, principles and quotations, which would in themselves still represent the Bible."

Rushville Parent-Teacher Association has an anti-tobacco committee, which reported

the laws and statutes of our state in connection with the purchase and sale of tobacco in any form to minors. To arouse a sentiment against cigarette smoking among the high school boys, who were indulging in it too freely, the matter was presented to them in a plain, rational manner, for their decision. No coercion was used, the only point emphasized being that it was an intelligent, a rational and reasonable thing to eliminate a bad habit during one's student days. The result of the vote was two thirds of the boys pledged themselves not to smoke at all, during their high school course, 28 pledged themselves not to smoke cigarettes and only 9 made no decision.

The Central Parent-Teacher Association in Blue Island has recently added two sets of dumbbells to the equipment of the high and grammar schools. They are placing rubber treads on all the stairs, thereby decreasing the noise in the buildings by about seventy-five per cent.

The civic department of one Illinois Parent-Teacher Association solved the question of Christmas giving in a novel way. They held a potato and apple shower, the children bringing one or more of each, and the same were later distributed among the needy families.

The Parent-Teacher section of the State Teachers' Association which convened at Springfield brought many representatives from surrounding towns. Among the speakers were Dr. L. Lord, president of the State Normal College, Superintendent Blair and Mrs. Kohlsaatt, of Chicago.

The Better Films Committee, Mrs. Frederic Michael, chairman, has sent out a long list of desirable films for children. "Modern Mother Goose" is heartily endorsed by the Illinois Congress of Mothers, and any inquiry in regard to this play as well as hundreds of others should be addressed to Mrs. Michael, 5325 Indiana Avenue, Chicago, Ill.

The chairman of the Press Committee requests all associations to send their clippings to Mrs. Langworthy as early as possible, so as to insure publication the following month.

Mrs. Cecil Brown, president of the Willard Parent-Teacher Association of the Frances Willard School, 49th St. and St. Lawrence Ave., Chicago, Ill., reports that the association has brought to the notice of the Health Department of the city the need of caring for children's teeth properly. It has been mainly through this agitation that Dental Week was proclaimed.

Some of our best neighborhood dentists have volunteered their services, until the city is in a position to employ experienced dentists.

We are furnishing tooth brushes to all

children whose parents are not able to buy same. The teachers have been asked to cooperate, by instructing the children how to properly use the tooth brush, and advising them that keeping the teeth thoroughly clean will insure good health for them in the years to come.

The Finance Committee of the City Council has under consideration at the present time the matter of establishing a dental clinic at the Willard School.

INDIANA

The Indiana Branch of the National Congress of Mothers and Parent-Teacher Associations will meet at Indianapolis, February 7-8, at the Claypool Hotel.

The opening session is at 8 P.M., February 7. Miss Adelaide Baylor and Mrs. Orville T. Bright, of Chicago, are on the program.

IOWA

The Des Moines City Union of Mothers' Clubs is made up of the presidents and delegates of forty local mothers' clubs with representatives from four outlying districts. It meets monthly and has brought mothers to a realization of the importance of cooperation between mother, home and school. The instruction to these forty clubs given by experienced officers relates intimately to both home and school. Mrs. James P. Hewitt, the president for 1916-1917, has a corps of assistant officers.

A permanent fund for shoes to meet the needs of school children is provided. An active social center committee cooperates with others in extension of centers.

The Child Hygiene Committee is working for better ventilation in home and school and for a free dental clinic.

The literature committee furnishes individual circles with speakers or with programs.

The greatest work of the union thus far this season has been the securing of a series of ten motion pictures appropriate for juvenile minds. Three films have already been shown on Saturday mornings at the Garden theater. One thousand five hundred children saw the initial performance of "The Wizard of Oz." Of the next seven, such programs as "The Prince and the Pauper," and "Cinderella" will be presented.

The committee appointed by Mrs. Hewitt to secure the reels is composed of representative men and women: Mrs. Clarke E. Daniels, chairman, Mrs. A. W. Brett, Mrs. James R. Hanna, Mr. Maurice Ricker, Superintendent A. M. Deyoe, Dr. Howland Hanson and Dr. Frank Ely.

KANSAS

The annual Child-Welfare Convention of the Kansas Branch of the National Congress of Mothers and Parent-Teacher Associations meets in Wichita, Monday, March 5, at 8 P.M. Previous to the opening the Wichita Council of Presidents will give a reception at Carnegie Library.

A Roll Call of Presidents asks for One Vital Thing Accomplished, One Vital Thing Planned, for this year.

An interesting program has been arranged. The Board will be entertained by the Wichita members. Delegates will be provided with rooms and breakfast. Lunch will be served in the high school on the cafeteria plan, and dinners may be obtained at 50 cents.

Delegates must bring credentials signed by the secretaries of their circles.

Wichita says it will take care of all who come.

Mrs. R. N. Vernon, 41 N. Valley, Kansas City, Kans., and Mrs. Cooper King, 803 Nuns Ave., Wichita, will answer inquiries concerning the convention.

KANSAS CITY KANSAS PARENT-TEACHER ASSOCIATIONS ENLIST BOYS AGAINST CIGARETTES

MRS. GEO. J. STINE

One afternoon during the summer of 1915 my little son and a few of his classmates were playing in my back yard, and as their supply of games was exhausted, one of them suggested that they pretend to be members of a club and hold a meeting. They asked my opinion in the matter and I proposed that they first make out a list of some hints that would be helpful to themselves and their other classmates when they would enter school in the fall, and then conduct meetings for the purpose of discussing these matters. The boys were very much enthused with the idea and decided to do this. A set of by-laws was prepared, which provided for mutual helpfulness among themselves, helpfulness to others, and to promote a spirit of good fellowship; to prevent the use of bad language and to encourage obedience and truthfulness, but the most important object of the Club was to discourage and prevent the use of tobacco in any form—particularly the cigarette.

The Club was called "The Boys' Wyandotte Club," and meetings were held all summer. When school commenced in the fall I asked their teacher, Miss Myrtle Ferguson, if the Club might be taken into the school and all the boys in the room who cared to join might have that privilege. She and the principal, Miss Jeanette McKellar, were in sympathy with the plans, and all of the boys in the sixth grade who were

willing to not touch tobacco were asked to join the Club. With one or two exceptions, all of the sixth-grade boys in Central School joined The Boys' Wyandotte Club. The members of the Club accomplished a great deal of good in their school, and as a result of their efforts nearly every boy in Central School agreed to refrain from smoking.

I took a keen interest in the boys' work, and as I had heard so many good reports of what they were doing, last winter I conceived the idea of organizing clubs of this character in other schools also. I spoke to the teacher of the plan I had in mind by which I thought it might be possible to have other schools join in this work, and as she seemed to be in favor of this plan, I took the matter up with Mr. M. E. Pearson, Superintendent of Schools of this city. Mr. Pearson heartily approved of my plan of organization, and I then proceeded to the various public schools and submitted the matter to each principal. After they were given ample time to consider the proposition, I again called on them and they were all anxious to have me organize a club of this kind in their school, which was done.

We limited the membership to the sixth grade, and all sixth-grade boys in the city who would comply with the terms of the by-laws and cared to join were admitted to the Club in their respective schools and all the Clubs federated, the federated Club retaining the same name as each individual club, namely: "The Boys' Wyandotte Club." I organized similar clubs among the sixth-grade colored boys, and they were called "The Boys' Booker T. Washington Club." They had the same by-laws and formed a federation of their own.

Every public school in the city took up the work, making a total of thirty-eight Boys' Wyandotte Clubs and ten Boys' Booker T. Washington Clubs, with an enrollment of more than nine hundred boys in the two federated clubs. It was understood that these boys should remain members as long as they complied with the requirements of the Club, even after they passed into the high school, and each year the new sixth-grade boys should be added to the enrollment. I thought this was a better plan than to include boys of all ages, as the sixth-grade boys are of the age when they probably are more likely to think of smoking than the younger boys, and the younger boys now look forward to the time when they can become members of the Club; in other words, the boys in the lower grades usually want to follow in the footsteps of their elders, and if these older boys do not smoke, the younger

boys will keep from doing the things the older boys shun.

This fall I again went to the schools and organized clubs among the boys who entered the sixth grade this year, and we now have a total enrollment of two thousand enthusiastic boys. The members of each club meet in their own school on the first Thursday of each month, and for a half hour discuss topics they have read in magazines and papers concerning tobacco, and they also read at the meetings from pamphlets which I have furnished each club.

Last May all the Clubs met in the high-school auditorium and gave a program, and any of the boys who cared to say a few words on the subject of tobacco were given that privilege. On October 25 of this year we had a rally in which all the members participated. They were dismissed from school in the afternoon, and with their principal and teacher were asked by the superintendent to meet on the public library grounds. The boys gathered cigarette stubs and advertisements, and on that afternoon piled them on a heap and a match was applied. The boys formed ranks and marched around the fire while moving pictures were taken. A blue arm band with a yellow "W" was fastened to most of the boys' sleeve, and flags and pennants of all descriptions fluttered in the breeze.

I think that this protest against the evils of the cigarette will serve as a reminder to the boys taking part in it, not only to them in boyhood, but it may serve as an adjuster of their lives in some future time. Not only will this evil be impressed upon the minds of the boys partaking in the demonstration, but the millions of boys who look upon the picture in other cities will also be impressed. The members have solicited the aid of the mayor and city officials, who have agreed to help them in every way possible, but I feel confident that the best results can be accomplished by the boys themselves before they have acquired the habit, as it is my opinion that an ounce of prevention is worth more than a pound of cure.

MAINE

A bill entitled "An Act to Provide Aid for Mothers with Dependent Children" has been drawn for the Maine Branch, National Congress of Mothers and Parent-Teacher Associations, by the Hon. Lewis A. Burleigh, son of the late Senator Burleigh, of Maine, and will be presented at this session of the legislature. Governor Milliken in his inaugural address, January 3, said:

One of the most important and appealing problems in connection with dependency is the condition of children of a widowed or

deserted mother whose unaided earning power is insufficient to support the family. In all cases where the mother is a worthy person of good character, it is evidently better to help her keep the family together and bring up her own children than to attempt to care for them in an institution at public expense. Laws providing for state aid to dependent mothers have been in existence for some time in other states and are no longer untried experiments. I recommend the establishment of such a policy in Maine under the supervision of the state board of charities and corrections, with the provision that applicants for aid must be recommended by the local overseers of the poor and that the expense be divided between the town or city and the state.

At a conference held in Portland, December 29, regarding this measure there were representatives from sixteen different organizations, including the Federation of Woman's Clubs, D. A. R., Daughters of 1812, W. C. T. U., Associated Charities, Young Women's Christian Association, District Nurses Association, Maine Prison Association, Children's Protective Association, Suffrage and Anti-Suffrage organizations, Temporary Home for Children, Portland Children's Protective Association, Female Orphan Asylum, as well as our own State President, Mrs. Delbert W. Adams, at whose request the bill was drafted, and Mrs. Guy P. Gannett, chairman of Child-Welfare Legislative Committee.

At the January meeting of the Augusta Parent-Teacher Association the Rev. H. E. Dunnock, State Librarian, spoke on Mothers' Pensions.

The Woodland Parent-Teacher Association reports a fine program for the year and an average attendance of 50 or 60.

The Lubec Parent-Teacher Association contributed \$140 towards the salary of a music teacher, \$15 toward the purchase of books for library and rendered much assistance in improving the work of the public schools. Now plans are on foot to purchase a first-class stereopticon lantern for use in the high-school auditorium, where it may be available for school and association purposes.

A new association has been formed at Mechanic Falls. The association at Greene has joined the state organization.

MISSOURI

ST. LOUIS, MO.

St. Louis is warring on the high cost of living.

At our Mothers Circles that seems to be the chief topic of conversation.

Union Mothers Circle was the first to

inaugurate the movement in St. Louis to decrease the cost of high living. 50 mothers in Union Circle signed the pledge to eat no cake containing eggs during the holiday season.

Our Eggs Boycott seemingly proved effective, as the price of eggs and bread decreased a small amount.

A number of our Mothers enlisted as members of the Review League. All motion pictures shown in St. Louis are passed upon by this censorship body and they place their mark of approval on good, moral pictures.

Jennings Parent-Teacher Association reports the good results of a County Fair in the school building. Prizes were given for textile and epicurean exhibits. \$105.45 was realized. A membership booth was erected and 44 new members were secured. This money is used for school purposes only.

GREAT INTEREST TAKEN IN THE CHILDREN'S CODE

A beautiful luncheon was given December twenty-seventh (27), at Kansas City, by the Missouri branch of the Congress, the object being to discuss the children's code. About fifty (50) attended who were the presidents of the Parent-Teacher Association, social workers, professional and business men. The guests of honor were Senator W. W. Green, Representatives Allen Pruett, of Independence, Missouri, F. C. Wilkerson, members of the Commission, Wm. Volker, Jacob Billikopf, L. A. Halbert, and Judge Porterfield.

There were twelve (12) interesting speakers. A number of the K. C. schools are having their Parent-Teacher Association meetings this month devoted to the Code. We are looking forward with great pleasure to having so many National Officers with us in February. A very cordial welcome awaits them. We expect wonderful results from their visit.

At Lykins School the best entertainment of the year was an interesting display of fancy work, old coins, books, beaded bags, spreads and other rare articles. A sale of pies, cakes, sandwiches, and coffee donated by the mothers, resulted in a profit of \$13.46.

In St. Louis the Public Library catalogues of inexpensive books for boys and girls have been distributed and will be a great help to parents in selecting the best reading matter for their children.

Dr. John L. Brant sought the aid of the association in his efforts on moral uplifts in the community.

Miss Jennie Hildenbrandt and Mrs. L. M. Parrot conducted the meeting.

STUDY RURAL SCHOOLS

An educational inspection tour of rural schools for the members of school boards of Jackson County, perhaps the first event of its kind ever held in Missouri, was conducted under the direction of Professor L. F. Blackburn, county superintendent of schools. About one hundred (100) composed the party. Twenty-two (22) rural schools were visited. Mrs. A. L. Yingling and Mrs. C. O. Luka were present in the interest of the Parent-Teacher Association.

MONTANA

The Fort Benton Parent-Teacher Association has the distinction of being the first in the state to get out a yearbook. They have published an attractive book of convenient size, containing the names of officers and standing committees and the monthly programs for a year. This is a very commendable achievement and should arouse other associations to similar effort. Meetings whose programs are carefully planned in advance are usually much more interesting than those arranged in "hand to mouth" fashion.

Butte schools distinguished themselves before the holidays by disposing of several times the number of Red Cross stamps sold in the schools of any other place in the state. And in Butte, the record was held by one of the smaller schools which has only the first six grades. This school disposed of 2,600 stamps.

A Parent-Teacher meeting is being planned to be held during Farmers' Week in Bozeman. Our organization can undoubtedly be of service in country places and it is the aim of the state officers to learn how to best render this service.

TENNESSEE

Mrs. Crutcher, in response to an invitation, will visit a newly organized Parent-Teacher Association at Cowan the latter part of January. The following officers were elected:

Mrs. Ed. Trabue, *President*.
Mrs. Wallace, *Vice-President*.
Mrs. Lena Davis, *Recording Secretary*.
Mrs. Ed. Cowan, *Corresponding Secretary*.
Mrs. Nell Clark, *Treasurer*.

The Greenbrier Association is a new active organization, the following officers serving:

Mrs. Mabel E. Boyd, *President*.
Mrs. J. D. Fisher, *Vice-President*.
Mrs. Vallie Baggett, *Secretary and Treasurer*.

At Franklin a Child-Welfare Circle has been organized with the following officers:
Mrs. W. L. Hooff, *President*.
Mrs. Joseph Cliffe, *Vice-President*.

Mrs. John McCarook, *Secretary*.
Mrs. J. D. Whitfield, *Treasurer*.

Miss Flora Shelby, county demonstration agent, has extended an invitation to Mrs. Crutcher to visit Dyersburg and Trimble in the interest of the Congress work. Mrs. Crutcher hopes to respond soon.

Plans were made to celebrate Child-Welfare Day, of which Mrs. G. M. Whittemore is chairman. Mrs. C. M. Russel is state chairman of Child-Welfare Legislation, and Mrs. J. B. Totten, newly appointed kindergarten chairman.

A very attractive "Yearbook" containing information of value has been recently issued to all associations.

ELLIOTT PARENT-TEACHER ASSOCIATION

What do you think of a Parent-Teacher Association that begins its year's work with a record of \$306 in the treasury, \$227 expended during the year, over \$100 given to the school clinic and an increase of 100 per cent. in membership?

That's what the Elliott School association has done.

An interesting meeting was held Nov. 1, at which a talk was made by the principal, B. F. Drake, on "Our New Home," which will be ready for the spring term.

The following officers were elected:

Mrs. E. C. Fox, *President*.
Miss Kate Bond, *Vice-President*.
Miss Maria Martindale, *Secretary*.
Miss Roberta Tarpley, *Treasurer*.
Mrs. Eugene Caruthers, *representative to central council*.
Mrs. Geo. M. Hite, *representative to clinic board*.

GLENN PARENT-TEACHER ASSOCIATION

A large representation of the membership was present yesterday afternoon at the regular monthly meeting of the Parent-Teacher Association of the Glenn School, which was held at the school. The president, Mrs. D. F. Allen, was in the chair. The principal matter for discussion was the purchase of an encyclopedia for the school library, which the association will endeavor to do as soon as possible. The Rev. W. Rufus Beckett, pastor of Grace Baptist church, was present and made an interesting talk on cooperation between parents and teachers. Another interesting feature was several readings by Miss Bonnie Owsley. After the business session a social hour was enjoyed with Mrs. Waddell as hostess, and frappe was served. Several stories were told the children by Miss Elizabeth Oehmig.

JERE BAXTER

The Jere Baxter Parent-Teacher Association furnished a Christmas treat and tree for the children of the school. The packages were attractive baby-blue tarlton bags filled with fruit, nuts and candy. A splendid program arranged by the teachers added greatly to the pleasure of both children and parents.

The Association also sent baskets to homes of several worthy patrons of the school, and is cooperating with other East Nashville organizations in aiding the support of the East Nashville Milk Station.

The annual convention will be held in Winchester in March.

TEXAS

THRIFT AND PROSPERITY THROUGH SAVINGS IN PUBLIC SCHOOLS

Fort Worth Idea Embraces Stimulus to Earn as Well as to Save—Remarkable Movement which, if Generally Adopted, Would Profoundly Affect Conditions of Entire South.

The installation of automatic savings banks in the Fort Worth public schools is an innovation introduced by the Council of Mothers' Clubs on November 1. This is the first step of the kind ever taken in the Southwest for the promotion of the "thrift" movement, and its success is already assured. In fact, the plans as originally conceived for the creation of the savings habit among the school children of Fort Worth have been elaborated upon and developed to such an extent that the idea has been extended to other than educational institutions, being adopted even by churches and Sunday-schools.

The first instalment of banks, 10 in number, ordered placed in as many schools on November 1 has been duplicated and 20 were in operation by December 1.

Through the efforts of Mrs. Virgil Browne, chairman of the committee on thrift of the Mothers' Council, one of Fort Worth's leading national banks has agreed to purchase the automatic savings banks, to install them in the schools, take up the deposits and to pay 4 per cent. per annum on the savings.

The Fort Worth plan is, by far, more comprehensive and embraces improvements over any other similar savings system in vogue in the country. The "little bankers," or machines, receive coins of all denominations from a penny to a dollar, register the amount deposited, identifying the coin and the depositor, and automatically issue in the form of a stamp a certificate of the deposit. The stamps are placed by the depositor in a folder arranged to accommodate quantities of the amount of one dollar and up. The boy or girl accumulating stamps to the value of one

dollar in the folder may take it to the bank and receive a regular pass book with credit accordingly.

Thus is all trouble in the way of bookkeeping, either by the teachers or the school children, obviated. The local bank handling the accounts does all of the bookkeeping and has agreed to assign one man's entire time to the accounts of its young depositors. For the practical training that the work will afford, however, another complete accounting of all of the business done through the automatic savings bank system will be kept by the bookkeeping department of the high schools.

This thrift movement contemplates the accomplishment of many aims other than the mere savings habit. It will encourage investments—profit-sharing investments—and the earning spirit. It purposes the creation of a market for all of the products of the manual training and domestic science classes. Through it the home gardening movement will be stimulated, and the growing of vegetables, flowers, etc., in the back yards by the children will become something more than a pastime; it will be made a source of revenue for the accumulation of funds for deposit in the savings banks. Sundry ways by which the children, rich and poor, may earn money for their savings bank deposits have been provided. The committee, through its chairman, Mrs. Browne, has arranged with paper mills to have representatives meet the children on Saturdays at designated school buildings to purchase waste paper, such as magazines, newspapers, etc., at good prices, each boy or girl collecting the paper bringing it in in clean, well-tied packages of 25 pounds each and receiving therefor 70 cents per hundred. Securities in small denominations, say \$10 to \$25, and bearing a larger interest than 4 per cent., among them farm loan bank bonds, will be available for purchase by the youthful investors. The proceeds from such investments, from certain work provided, home allowances and interest on their deposits at the bank, which will be paid quarterly, will be deposited.

Under the Fort Worth plan the thrift practice will be a part of the school work. Once a month the teachers will be required to make a note of the amounts saved and deposited by the members of her classes and to show them on the reports. Thus will the parents be advised regarding the interest taken in the matter by their children, and whether the money allowed them for their savings account has been properly used. The teachers make their reports on the thrift phase of the children's work from the folders containing the stamps, an easy and simple though very important matter.

The committee has arranged for entertaining and instructive 10-minute talks at frequent intervals at the schools on the savings or thrift subject, and also expects to have motion pictures bearing on the subject and shown over the country by the United States government presented from time to time.

WASHINGTON

HISTORY OF THE TIETON MOTHERS' ASSOCIATION

By MRS. MARGARET CREWS,
in *Reclamation Record*

To make any distinction between the history of the Tieton Mothers' Association and the history of the Tieton project in this particular "neck o' brush" would be about as difficult as extracting cream from new milk without a separator.

It was pretty hard sometimes for this mother to find anything to eat or drink in this desert land. In winter the snow drifted to almost the height of her little homestead shanty. In summer the sunflowers and sagebrush crackled beneath her feet, the sun blistered her skin, the wind blew the ever shifting sand, and there were no oases.

This, my dear reader, was long before the canal was made, when the very first surveyors sat in the shade of her shanty to counsel and determine where to drive the stakes or how high to attempt to run the canal, while they waited for father to bring the barrels of water from the spring 4 miles away, of which they drank, filled their canteens, and passed on.

It was on one of these excursions to the high and rocky cliff for a peep over into Eden that this desert mother prayed in her heart and wondered why she had to be so lonely; wondered what the settlers' wives would do; wondered how she could help them; wondered about their children; and in the mental agony and exercise the answer came. She thought of how we could all meet on the one common ground of motherhood. Accordingly she covenanted there that when the longed-for settlers came she would get them together on the ground of motherhood through the medium of a Mothers' Congress. Among the first new people were Mr. and Mrs. O. M. Waddell, of the United States Reclamation Service, who graciously offered the use of their home—the patrol house—in which to organize in March, 1910. The roads became impassable, and it was not until May that the desert woman saw Mrs. H. C. Cowling, our present corresponding secretary, who in her very gracious and hospitable style invited us all to come to her house to organize. Settlers'

wives came from a distance of 6 miles. They were getting pretty well discouraged by that time. One Sunday afternoon at the little Sunday school which the desert woman had organized we were called to meet at Mrs. Cowling's on Thursday, May 5, 1910. All were there, utter strangers to each other. It was the most democratic party we have ever had. The desert mother was chosen president and Mrs. Cowling secretary and treasurer. We had secured from the David Cook Publishing Co. tracts on the National Congress of Mothers and patterned our constitution after that, but to fit our needs. We called the old-fashioned box supper from the dim and distant past and made \$80 clear. With this we bought a good secondhand Mason & Hamlin organ and put it in the then new schoolhouse, where it served for church and school until we outgrew it, and now it sits in state in the Presbyterian Church. Oh, the afternoons we spent! Oh, the eats we had, the songs we sang, the talks and papers made and read, the friendships formed, the struggles we made through the first six months of our existence!

Then we realized that the experiment was a success and that we were permanently affiliated with the *National Congress of Mothers*. On September 1, 1910, we held our first regular meeting at Mrs. Armin's, with 14 members present. We gave money for the erection of a hitch rack at the school, in connection with our box social, and the firm we bought the organ from gave a concert on the Victrola at the schoolhouse and a collection of \$5 was added to our treasury. Owing to differences of opinion as to the uses of a community house, it was suggested that the money be used toward building a church—but what kind of a church? We were of every denomination under the sun. Presbyterians had come into our midst, and a ladies' society was formed and called for a minister, but when we insisted on a community church he told us he could only get help for a Presbyterian Church. Accordingly we fell in line.

Just about this time, or on July 14, 1911, Mrs. Littlepage, of the United States Reclamation Service, made us a visit.

At the first annual meeting Mrs. Macdonald was made president. We also listened to Dr. M. V. O'Shea, of the University of Wisconsin, on "Social Development and Education." During Mrs. Macdonald's administration money was made by giving each member a strip of cloth which would hold 50 pennies, and she was to solicit from friends until she got her quota.

Then came the first Christmas party.

Twenty-two were present, and Mrs. Cowling in her inimitable manner read "The Bird's Christmas Carol." The picture was so true of our several experiences that we immediately made this an honored institution. Mrs. Waddell, Mrs. Chapple, Mrs. Weimar, and Mrs. Potter play the piano, and when we have music the desert people sit up and take notice. Then followed in February a really and truly George and Martha Washington party. Oh, how we all love to dress up, even to powdered locks, for those whom time had not powdered, and patches on our faces. Let me whisper it gently, but Colonial dames were never gayer nor more beautiful. We had from Virginia Mrs. C. E. Crownover, U. S. R. S., at whose home at T. H. Q. the party was held, and Mrs. J. W. Anderson, a real Virginia belle.

Then came again in March a St. Patrick party at Mrs. Potter's. Shamrock and Irish music and papers were the features; color—green—prevailed in decorations. And we find the Victrola a wonderful help in "stirrin' times likes these."

At this time (Apr. 11) a report from the treasurer stated that the \$150 donated to the church was paid and we were \$12 to the good. A letter was read from Elder J. J. McDonald thanking us for our donation and stating that the church and mother's room would stand as a monument to the good deeds of the mothers of Tieton.

We bought the oil stove for the kitchen in the church and bought up hay to cover the loss of a neighbor whose hay crop and barn had been destroyed by fire. The first banquet was given to the fathers on November 11, 1912, in the mothers' room, and 53 guests were entertained. Thus was instituted one of the happiest features of our Mothers' Club. The date has been fixed for somewhere about St. Valentine's day, and such a range of decorations, such forms of entertainment, new and novel, as are devised at this particular season. Oh, the songs, the music, the good cheer, the neighborly kindness shown! In short, it is a season of love, never to be forgotten by one who has ever attended. A kitchen shower was held later for the mothers' room connected with the church, and there it was discovered we were "in the hole" to a considerable extent for the banquet, but by each member paying 10 cents more the debt vanished.

This desert woman feels very humble as she watches this beautiful force bending all things to its will, commanding and being obeyed, and again she asks, Is this really the brain child of an humble desert woman?

CHILD NEWS

Who's to Blame?

Margaret, aged five, had been very rude to a little guest, and after the child had gone home Margaret's mother told her very feelingly how grieved she was at her rudeness.

"I've tried so hard to make you a good child, Margaret; to teach you to be polite and kind to others, and yet, in spite of all my efforts, you are so rude and so naughty."

Margaret, deeply moved, looked sadly at her mother and said: "What a failure you are, mother!"

The committee appointed by the National Education Association at the Detroit meeting "to study methods of promoting the ideal of racial well-being" announces that through the generosity of an anonymous donor a series of prizes will be offered amounting to \$1,000 a year for four successive years to graduating classes in state normal institutions for the best coöperative study of the proposition "The supreme object of education should be to make the next generation better than living generations." The object of these contests is to familiarize young teachers with recent studies in mental heredity, and the movement deserves the heartiest encouragement of all students of education.—*The Journal of Educational Psychology*, October, 1916.

It was Herbert Spencer who suggested that the punishment of a child for a misdemeanor should in every instance symbolize the natural effects of the undesirable act. The hot stove burns a child's fingers if they touch it. If a child breaks his drinking glass, he should be given a less pretty and less breakable drinking vessel of wood or metal. This principle is carried out "with a vengeance" in the punishment meted out to a little boy by a Juvenile Court Judge in Lynn, Mass. This is the news item telling the story:

"Leonard Crowden, ten years old, is wearing a sore right arm and angelic face today. The arm is wrapped in bandages and the face in smiles. Crowden threw 1,000 stones in a gravel pit while Probation Officer Earmer watched him. He had been sentenced to the performance for throwing a stone at a little girl.

"Crowden started his task with considerable pep and got away with twenty-five stones without any trouble. Then he admitted it was something of a job. He began to use an underhand motion, throwing at a rock and a tin can.

"When the lad reached 400 he wanted to

quit. At 925, with tears rolling down his face, he begged to be allowed to stop, saying he would never throw another stone. Urged on by playmates, he staggered through the final 75."

Surprised

A pleasure-loving young mother who had, for the first five years of his life, turned over to trained nurses and a governess the care of her only child, was frightened by her physician into giving him some personal attention.

"Dearie," she cried, clasping the child to her breast, "mother is going down South for her darling baby boy's health."

Baby boy gazed at her with big, serious eyes. "Mudder," he asked, "are you going to take me wif you?"

Under the title "Wasted Childhood," George Kibbe Turner had an article in *McClure's* for September, from which the following is a quotation:

"The Things That Are Lost Forever"

"It is the child—what he can do and when, and what he could finally grow to—that is the center of the modern educational expert's interest, and not an a priori theory. And the child, according to the modern view, is not a little man, as our ancestors are continually telling him that he must be, but a very different thing. The child is not a mind; he is a small and active body of senses and muscles. So while he is studying these courses made for adult brains, your child is losing very critical years. He is a very different thing from us adults—a changing, ripening creature, very capable of certain special instruction—far more so than you are, or than he will ever be again; especially fitted for the instruction of the training of the senses and muscles. The proper time for this is very limited. And then, when it is gone, it is gone forever."

American Preparedness Ideas of Over a Century Ago

In 1788, Dr. Archibald Murphy submitted to Congress a bill which received serious discussion and was finally lost with but a small majority voting against it. This bill contained the following provisions:

In order to secure to woman a healthy growth and training, so that she can fulfill the duties of wifehood and motherhood, it should be provided: (1) That no girl over twelve years of age be allowed to wear linen underwear the material for which she has not herself spun and woven; (2) that every girl of ten

and over should attend a public cooking school and should pass an examination after completing a three years' course; (3) that dancing be allowed only to girls of eighteen and over; (4) that girls should never be allowed to play card games or to smoke tobacco; (5) that the girls of eighteen and over should be formed into rifle companies with instruction not only in the use of firearms but also in the dressing of wounds; (6) that girls be forbidden to marry until they are eighteen, and until they can pass an examination in household management.

The Congress of Mothers will introduce or support bills providing for better kindergarten legislation in 5 states this winter, New York, Oregon, Tennessee, Texas and Washington.

The question will probably be voted on in two other states also, Kansas and Utah.

A good law allows parents to petition for kindergartens.

Do you know what kind of a law your state has?

The Department on Kindergarten Extension

of the National Congress of Mothers will supply full information regarding the law and number of kindergartens in any state. It is also glad to help communities to work for a kindergarten, and has a circular, just issued, which tells how to do this.

Giving small boys and girls the training that can be had in kindergarten is one of the greatest services for child welfare we can undertake. For the kindergarten teaches children to think and act correctly, at the age when it is easiest for them to form good habits. It also instills in them some of the most necessary lessons we have to learn in life, such as consideration for others, self-control, industry. And most important, the kindergarten means two extra years of education. This would prove a great advantage to the children of this country who, on an average, spend only five years in school.

Write for a copy of the circular telling how to work for a kindergarten.

BESSIE LOCKE,

Chairman, Department on Kindergarten Extension, 250 Madison Avenue, New York.

Federal Child Labor Law Affects 40 States

The report that the federal child labor law will only affect two or three southern states is denied at the headquarters of the National Child Labor Committee.

"It is true that there are only three states that have not yet adopted the 14-year limit provided in the federal bill," said Owen R. Lovejoy, general secretary of the National Child Labor Committee, "but it is also true that of the 46 states which have adopted the 14-year limit (including the District of Columbia) there are 19 which have exemptions to it for cases of poverty, employment in canneries, employment with special permit, etc. Such exemptions will not be permitted under the federal law.

"There are other provisions in the

bill beside the 14-year limit, however. The eight-hour day clause for children under 16 will affect 28 states which still permit such children to be employed nine, ten and eleven hours a day. The prohibition of night work will prevent children under 16 from working at night in 14 states, and the 16-year limit for mines and quarries will eliminate young children from mines in 19 mining states.

"Only two states—New Mexico and Wyoming—have none of the provisions of the federal law, but on the other hand only nine states have adopted all of the standards. This means that 39 states and the District of Columbia are below the standards of the federal law, and some of these will be affected not only on one count but on several."